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## **Guidance for LEA Plans for Highly Qualified Teachers Meeting and Maintaining the 100% HQT Goal**

This document provides guidance for local education agencies (LEAs) for meeting and maintaining the 100 percent goal of having all core academic subject teachers “highly qualified.” Information and expectations herein are based on statutory requirements in the No Child Left Behind Act of 2001 (NCLB). Laws, documents and memoranda referenced in this guidance are available on the South Dakota Department of Education Web site at [www.doe.sd.gov/oatq](http://www.doe.sd.gov/oatq).

NCLB requires that all core academic subject teachers be “highly qualified” by the end of the 2005-06 school year. In a letter dated March 15, 2006, from Henry Johnson, U.S. Department of Education, it was stated, “although most States have made progress over the past three years, none of the States is likely to meet the goal of 100 percent HQT by the end of the 2005-06 school year. Therefore, we are requesting that each State submit a revised plan that details the new innovative actions the State and local education agencies will take to reach the HQT goal in 2006-07 and beyond.” As a result, the South Dakota Department of Education has been advised to:

1. Develop a plan for the LEA that describes specific actions that will be taken and use of federal funds to assist teachers in meeting the “highly qualified teacher” requirement.
2. Develop a plan for each core academic subject teacher who is not highly qualified.

NCLB Section 1119(a)(3) requires that each LEA have a plan that describes actions the LEA will take to ensure that all teachers are highly qualified. Section 2122(b)(10) requires that the plan describe how the LEA will use Title II funds to meet the requirements of Section 1119. Additionally, the plan must include specific strategies that will be implemented to ensure that poor and minority students and those in schools identified for improvement are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other students. If the LEA has a plan that meets these requirements, the plan can be refined to describe specific actions the LEA will implement and specific uses of Title I, Title II and other funds to support the planned actions.

This guidance is designed for LEAs that have teachers who are not yet highly qualified; however, the planning template may be helpful for all LEAs to strengthen the quality and effectiveness of plans and to ensure equitable distribution of highly qualified teachers.

**LEA Plan for Highly Qualified Teachers (refer to enclosed template)**

**I. Needs Assessment:** As is required by NCLB Section 2122, the LEA Plan for Highly Qualified Teachers must be based on an assessment of local needs. Use the information from the 2006 Report Card, which can be accessed at: <https://sis.ddncampus.net:8081/nclb/index.html> When you pull up your district report, click on the tab for "Teacher Qualifications." You will see two headings: **Teachers with Emergency or Provisional Credentials & Classes Not Taught by Highly Qualified Teachers.** Enter the data for both the 2005 and 2006 school years. This will give you baseline information for your report. The Needs Assessment is addressed on page 1 of the template for LEA Plan.

**II. Core Academic Teachers Not HQT & LEA Actions:** This component allows the LEA to analyze data by school. For each school in the LEA that has not met the 100 percent goal, create a chart of core academic subject teachers who are not yet highly qualified. You will need to access the district's online Highly Qualified Teacher report that was generated for you when your district completed the data entry for the Personnel Record Form. It should have prompted you to print out the current year's HQT report.

**Accreditation Assurance Statement Check List**

If errors are detected, you will not be allowed to sign off. Please run the following edit checks by clicking on each statement below. A check mark will indicate that data has been reported accurately.

- ☐ **Personnel record forms have been submitted for all appropriate staff. Authorized by SDCL 13-3-51.** [Click Here]
- ☐ **ALL appropriate "Other School Personnel" have been reported. Authorized by SDCL 13-3-51.** [Click Here]
- ☐ **ALL appropriate teacher vacancy data has been reported. Authorized by SDCL 13-3-60.** [Click Here]
- ☐ **All bus driver information is reported. Authorized by ARSD 24:06:08 and SDCL 32-12A-27.** [Click Here]
- ☐ **ALL special education personnel data has been reported by the amount of employed, shared**

Please place a check mark in the below boxes to indicate compliance. If you are experiencing some delays in obtaining certain documents, such as birth certificates or immunization records, place a written note in the below comment box identifying what items you are still waiting for. Be sure to save.

Proper documentation of compliance with all applicable state laws and administrative rules shall be provided upon onsite visit in accordance with ARSD 24:43:02:06.

- ☒ **Birth certificates are on file for all K-12 students.**

- ☒ **Immunization records are updated and on file for all students.**

- ☒ **Physical exams have been completed for all first-year staff.**

Print HQ Report

Print HQ Report for Sp Ed

Print

Sign off

Save Changes

If your district did not print this out or if you are unable to locate this report, please contact Melody Schopp, (605) 773-5232 for a copy.

Complete the three items at the top of page 2 of the template: 1) Identify the school name, 2) Fill in the percentage of classes taught by HQT teachers and 3) Designate the funding source that will be used to help these teachers become HQT.

Complete the remainder of the chart by listing teaching positions (for which the currently assigned teacher is not yet highly qualified) by subject, grade and classes taught. This chart will identify – at a glance – the grades, subjects and classes where teachers who have not yet met the highly qualified requirement are assigned, as well as the plan they have for becoming HQT.

After analyzing the chart, write a brief summary to describe highly qualified teacher needs in the LEA. For example, findings from the example may be summarized as follows:

*Ten core academic subjects, representing four classes in two schools, are being taught by teachers who are not highly qualified. Two classes are in the area of mathematics and eight in language arts. One of the schools is high-poverty and did not make AYP in academic areas based on the previous year's accountability results. Of the total classes, all are in middle/secondary grades.*

This analysis will determine the intensity of resources needed to get all teachers highly qualified and will guide development of strategies and actions. The **Core Academic Teachers Not HQT & LEA Actions** is addressed on page 2 of the template for LEA Plan.

See next page for an example of how to fill out section II of the template for LEA Plan.

## Example of Section II

### II. CORE ACADEMIC TEACHERS NOT HQT

**School Name and Descriptive Information:** XYZ High School

Percentage of Core Academic Subject Classes Taught By Highly Qualified Teachers in this School	Percentage	Comments
	86%	

**Funding source to be used to help teachers become HQT:** Title II monies

Teacher name	Grade	Subject	Plan of action to become HQT	Expected date of completion	Notes/comments
Susan Smith	10	Biology – 2 classes	None		Retiring at the end of the year (Even though this teacher intends to retire, he must agree to and complete an individual teacher plan.)
Jim Jones	9-10	Algebra I – 5 classes	Complete degree and HS Praxis II test	May 2007	Working on academic degree in mathematics
Tom McGinnis	12	Economics – 1 class	Take Praxis II Econ test	Nov 2006	Certified in history; did not pass Praxis II; will re-take test
Sandy Hair	9	Algebra I – 2 classes	None at this time – will be considering her ongoing contract	??	Refuses to take test

**III. LEA Assurances Related to Highly Qualified Teachers:** Each LEA superintendent must provide, as a component of the LEA plan, written certification of compliance with a set of assurances related to achieving and maintaining the goal of having all core academic subject teachers highly qualified. (See page 3 of the template for LEA Plan.) The following assurances must be addressed in the LEA plan:

- All teachers will be assigned to teach a grade(s) and subject(s) for which the teacher holds proper certification and for which the teacher has been deemed highly qualified.
- The LEA will establish procedures for developing individual teacher plans that provide for clear and direct communication between the LEA and the teachers.
- The LEA will notify, annually at the beginning of the school year, parents of each student attending each school that receives Title I, Part A funds that the parents may request, and the LEA will provide, in a timely manner, information regarding the professional qualifications of the student's teachers in accordance with Section 1111(h)(6)(A).
- The LEA will ensure that each school that receives Title I, Part A funds, provides to each parent timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified. [See Section 1111(h)(6)(B)(ii)]

**IV. Teacher Plan for Demonstrating Highly Qualified Status:** The LEA must develop an individual plan for each core academic subject teacher who has not been deemed highly qualified by the beginning of the 2006-07 school year. This plan must be jointly developed, as a written agreement between the LEA and the teacher, to describe specific actions that will be taken to get the teacher highly qualified as soon as possible, but not later than the end of the 2006-07 school year. (See page 4 of the template for LEA Plan.)

It is understood that each LEA will establish its own administrative procedures for (1) scheduling meetings with teachers, (2) developing and securing commitments and signatures for teacher plans, and (3) periodically monitoring implementation progress. It is required, however, that those procedures provide for clear and direct communication between the LEA administrative office and each teacher for whom a plan will be developed. **The LEA superintendent or his/her designated staff must retain responsibility and accountability for teacher plans in order to demonstrate a “good faith effort” in implementing the federal and state requirements related to “highly qualified” teachers.**

If the teacher is properly certified to teach the assigned subject(s) and grade(s), the teacher plan should include the following:

1. A statement indicating the teacher is properly certified for his/her teaching assignment.
2. A statement indicating the teacher is not yet highly qualified.
3. A statement to identify the option the teacher will use to achieve highly qualified teacher status. **Keep in mind that the high objective uniform state standard of evaluation (HOUSSE) option will be phased out over the 2006-07 school year, and may not be used in individual teacher plans.**
4. A list, description and timeline of teacher actions to accomplish the option identified.
5. A list, description and timeline of LEA actions to facilitate accomplishment of the option identified. This element must name the central office administrator responsible for working with the teacher and, if applicable, the source(s) and amount(s) of fiscal support that will be used for this purpose.
6. A statement indicating the LEA’s understanding that the South Dakota Department of Education will provide oversight for LEA actions.
7. The date of the agreement and signatures of the employing local superintendent or his/her authorized designee and the teacher.

If the teacher is not properly certified to teach the assigned subject(s) and grade(s), the plan must also include a list, description and timeline of LEA and teacher actions that will be implemented to ensure that the teacher is properly certified for his/her assignment. (See page 4 of the template for LEA Plan.)

**Your district will need to submit a copy of the entire plan to the South Dakota Department of Education by Nov. 15, 2006.** You may submit this electronically to Melody Schopp at: [melody.schopp@state.sd.us](mailto:melody.schopp@state.sd.us) or hard copy to Melody Schopp, Department of Education, 700 Governors Drive, Pierre, SD 57501

The plans will be reviewed and kept on file, and school districts will be reminded by May 15, 2007, to review both their plans and their online HQT report to view their progress. The department will compare the plans to the final submission on June 30, and will make recommendations to districts before the start of the new school year.